



# Emergency Service Delivery Responsibilities for Chief Fire Officers

## Course Plan

### Course Details

<b>Certification:</b>	Chief Fire Officer
<b>CTS Guide:</b>	Chief Fire Officer Certification Training Standard (November 2014)
<b>Description:</b>	This course provides students with a basic knowledge of the emergency service requirements related to the roles and responsibilities of a Chief Fire Officer including developing a plan for the integration of fire services resources, developing an agency resource contingency plan, evaluating incident facilities, supervising multiple resources, developing and utilizing an incident action plan, obtaining incident information to facilitate transfer of command, developing and conducting a post-incident analysis, and maintaining incident records.
<b>Designed For:</b>	The certified Company Officer advancing to the Chief Fire Officer classification
<b>Prerequisites:</b>	Meet the educational requirements for Company Officer
<b>Standard:</b>	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours:</b>	Lecture: 10:30 Activities: 9:30 Testing: 4:00
<b>Hours (Total):</b>	24:00
<b>Maximum Class Size:</b>	25
<b>Instructor Level:</b>	Primary Instructor
<b>Instructor/Student Ratio:</b>	1:25
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

### Required Resources

#### Instructor Resources

To teach this course, instructors need:

- Incident Response Pocket Guide, (2010 edition, ISBN: NFES 001077)
- FIREScope Field Operations Guide, ICS 420-1, Incident Command System Publication (December 2012 edition, [www.firescope.org](http://www.firescope.org))
- NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (NFPA, 2012 edition, ISBN: 9781455903047)
- NFPA 1021 Standard for Fire Officer Professional Qualifications (NFPA, 2009 edition, ISBN: 9781616653330)
- [www.FEMA.gov](http://www.FEMA.gov)
- National Incident Management System ([http://fema.gov/pdf/emergency/nims/NIMS\\_core.pdf](http://fema.gov/pdf/emergency/nims/NIMS_core.pdf))
- FIREScope ICS Forms ([www.firescope.org](http://www.firescope.org))
- *Chief Officer: Principles and Practice* (International Association of Fire Chiefs, 1st edition, Jones & Bartlett Learning, ISBN: 9780763779290)
- *Chief Officer: Principles and Practice Instructor's ToolKit* CD-ROM (International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning, ISBN: 9780763798390)
- *Chief Officer: Principles and Practice Instructor's Test Bank* CD-ROM (International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning, ISBN: 9780763798406)

#### Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/resources.php>

- None

#### Student Resources

To participate in this course, students need:

- *Chief Officer: Principles and Practice* (International Association of Fire Chiefs, 1st edition, ISBN: 9780763779290)

### Unit 1: Introduction

#### Topic 1-1: Orientation and Administration

##### Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

##### Enabling Learning Objectives

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

##### Discussion Questions

1. What is a formative test? What is a summative test?

##### Activities

1. To be determined by the instructor.

#### Topic 1-2: Executive Chief Officer Certification Process

##### Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Executive Chief Officer certification track, the courses and requirements for Chief Fire Officer certification, and be able to describe the certification task book and testing process.

##### Enabling Learning Objectives

1. Identify the different levels of certification in the Executive Chief Officer certification track

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- Company Officer
  - Chief Fire Officer
  - Executive Chief Officer
2. Identify the courses required for Chief Fire Officer
    - Chief Fire Officer 3A: Human Resources Management for Chief Fire Officers
    - Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers
    - Chief Fire Officer 3C: General Administration Functions for Chief Fire Officers
    - Chief Fire Officer 3D: Emergency Service Delivery Responsibilities for Chief Fire Officers
  3. Identify any other requirements for Chief Fire Officer
  4. Describe the certification task book process
    - Complete all prerequisites and course work
    - Submit application and fees to request certification task book
      - Must be employed by a California Fire Agency as a Chief Fire Officer
    - Complete all job performance requirements included in the task book
    - Must have identified evaluator verify individual task completion via signature
    - Must have Fire Chief or authorized representative verify task book completion via signature
  5. Describe the certification testing process
    - Complete coursework
    - Schedule online certification test
    - Schedule skills evaluation test

### Discussion Questions

1. How many levels are there in the Executive Chief Officer certification track? What are they?

### Activities

1. To be determined by the instructor.

## Unit 2: Emergency Service Resources

### Topic 2-1: Developing a Plan for the Integration of Fire Services Resources

#### Terminal Learning Objective

At the end of this topic, a student, given the requirements of the community and resources available in the fire department, will be able to develop a plan for integrating fire services resources in the community's emergency management plan, ensuring that the role of the fire service complies with local, state/provincial, and national requirements.

#### Enabling Learning Objectives

1. Define the role of the fire service within the integrated emergency management system
  - Mitigation
  - Preparedness
  - Response

- Recovery
- 2. Assess preparedness and emergency management planning activities
  - Plan
  - Organize
  - Staff
  - Direct
  - Control
  - Evaluate
- 3. Describe the roles and responsibilities of the emergency operations centers (EOCs)
  - Coordination and processing of intelligence between emergency operations center and incident command post (ICP)
  - Mutual aid, interagency coordination, and cooperative agreements
  - Emergency Support Functions (ESFs)
- 4. Describe the roles of local, state/provincial, and national emergency management agencies
  - Local emergency management agency
  - Operational Area Coordinator
  - State Office of Emergency Services (OES)
  - Federal Emergency Management Agency (FEMA)
- 5. Organize an integrated emergency management plan
  - Local, state, and federal emergency operations plan (EOP)
- 6. Communicate an integrated emergency management plan orally and in writing
- 7. Demonstrate familiarity with emergency management inter-agency planning and coordination process
  - Systems and processes for ordering, tracking, and utilizing resources
  - Local, regional, state, and federal operational areas

### Discussion Questions

1. How would your agency obtain a resource that is not part of the mutual aid system?
2. What are the respective roles of the EOC and the incident command post and from where do they obtain their authority?
3. What thresholds must be reached in order to trigger the opening of an EOC in your community?

### Activities

1. Given a non-fire incident scenario, have students develop a plan for integrating fire service resources to support the incident.

**CTS Guide Reference:** CTS 8-1

## Topic 2-2: Developing an Agency Resource Contingency Plan

### Terminal Learning Objective

At the end of this course, a student, given an unmet need for resources that exceed what is available in the organization, and local, state, and federal cooperative agreements, will be able to develop a plan for the agency to ensure the mission of the organization is performed in times of extraordinary need.

### Enabling Learning Objectives

1. Describe the needs assessment and planning process
  - Identify local hazards and events that may require outside resources
  - NIMS planning process
2. Conduct a resource needs assessment
  - Situation status
  - Tactical assignments
  - Resource needs
3. Evaluate availability and capability of external resources
  - Create NIMS-compliant emergency resource directory
  - Resource status
4. Develop a plan to acquire and utilize external resources
  - FIREScope (ICS 900)
    - California Master Mutual Aid Agreement (MMA)
    - Cooperative Fire Protection Agreement (CFPA)
    - California Fire Assistance Agreement (CFAA)
    - Assistance by Hire (ABH)
    - Fire Management Assistance Grant (FMAG)

### Discussion Questions

1. What type and kind of resources do your mutual aid agreements provide?
2. How do you access reimbursement funds for mutual aid?

### Activities

1. Using a emergency incident that exceeds their local capabilities as an example, have students break into groups and develop a resource contingency plan for their agency.

**CTS Guide Reference:** CTS 6-7

## Unit 3: Emergency Service Response

### Topic 3-1: Evaluating Incident Facilities

#### Terminal Learning Objective

At the end of this topic, a student, given AHJ policies and procedures, will be able to evaluate the need for and location of incident facilities, so that the location is correctly sited, clearly identified, and communicated to personnel.

#### Enabling Learning Objectives

1. Identify the factors affecting the need for appropriate incident facilities
  - Environmental
  - Access

- Logistical requirements
- 2. Evaluate and establish incident facilities
  - Incident complexity, size, and potential
  - Ability to expand
  - Pre-identified locations with agreements
  - Mobile vs fixed locations

### Discussion Questions

1. What are the pre-identified incident facility locations in your jurisdiction?
2. What are some collateral issues you might expect to encounter when establishing incident facilities?

### Activities

1. Given an example of an expanding incident, evaluate the need for and location of appropriate incident facilities.

**CTS Guide Reference:** CTS 6-4

## Topic 3-2: Supervising Multiple Resources

### Terminal Learning Objective

At the end of this topic, a student, given an assignment and resources, will be able to supervise multiple resources and deploy them in accordance with the incident action plan and agency policies and procedures.

### Enabling Learning Objectives

1. Describe agency policies and procedures covering the movement of multiple resources
  - California Master Mutual Aid Agreement (MMA)
  - California Mobilization Guide
2. Assess the readiness of assigned resources prior to deployment
  - Availability and capability of resources
  - Configuring resources for tactical assignments
    - Single resource
    - Task force
    - Strike team
    - Branch/division/group
  - Briefings:
    - Operational
    - Assignment
    - Tailgate safety
    - Rendezvous

### Discussion Questions

1. How would you address an assigned resource that did not meet minimum standards for deployment and utilization?
2. How do you ensure the safety and proper briefing for initial attack resources?

### Activities

1. Given a sample incident assignment, have students demonstrate the process of negotiating proper refusal of risk from both the supervisor and subordinate perspectives.

### Instructor Notes

1. California Mobilization Guide, [http://gacc.nifc.gov/oncc/mob\\_guide/index.html](http://gacc.nifc.gov/oncc/mob_guide/index.html)

**CTS Guide Reference:** CTS 6-2

## Topic 3-3: Developing and Utilizing an Incident Action Plan

### Terminal Learning Objective

At the end of this topic, a student, given an emergency incident requiring multiple agency operations, will be able to prepare, review, validate, modify, and document an incident action plan for each operational period, determining, assigning, and placing the required resources to mitigate the incident, and applying strategies and tactics according to agency policies and procedures and incident objectives.

### Enabling Learning Objectives

1. Identify applicable policies, procedures, and standards, including:
  - Current edition of NFPA 1600
  - Incident Briefing Form, ICS 201
  - NIMS planning process
  - Other applicable ICS documents
2. Identify values at risk
3. Determine agency mitigation priorities based on personnel safety and values at risk
4. Determine and assess resources, capabilities, roles, responsibilities, and authority of support agencies
  - Authority:
    - Jurisdictional authority
    - Unified command
    - Formal delegation of authority letter
  - Roles/responsibilities of:
    - Participating agencies
    - Cooperating agencies
5. Establish incident priorities and objectives
6. Select correct strategies and tactics
7. Organize plans and delegate authority in accordance with established incident action plan
  - Assignments by objective
8. Communicate incident action plan orally and in writing
9. Use evaluative methods to determine plan effectiveness
  - Direct observation
  - Periodic reporting
  - Benchmark comparison



10. Modify plan as needed

### Discussion Questions

1. How do you determine who will participate in unified command?
2. At what point in time should incident action planning begin? What types of considerations should be involved in preplanning for emergency events?
3. What is your agency's threshold for establishing a written incident action plan?

### Activities

1. Given an expanding wildland fire scenario, have students break into groups and develop an incident action plan.
2. Using the IAPs developed by students in Activity #1, have groups exchange their work, evaluate each plan, and modify as necessary based upon changing conditions provided by instructor.

### Instructor Notes

1. See NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012), paragraph 8.5.2

**CTS Guide Reference:** CTS 6-1

## Topic 3-4: Obtaining Incident Information to Facilitate Transfer of Command

### Terminal Learning Objective

At the end of this topic, a student, given a wildland fire, will be able to obtain incident information from the outgoing incident commander to ensure the new incident commander has the information necessary to operate and complete the transfer of command.

### Enabling Learning Objectives

1. Identify AHJ policies and procedures for transfer of command
  - Incoming Incident Commander (IC) should, if at all possible, personally perform an assessment of the incident situation with the outgoing IC.
  - The incoming IC must be adequately briefed
    - IRPG Briefing Checklist
    - ICS 201
    - Other applicable ICS documents
  - Incoming IC should determine appropriate time for transfer of command
  - At the appropriate time, notice of a change in incident command should be made.
  - Incoming IC may give the outgoing IC another assignment on the incident.

### Discussion Questions

1. Who should be notified of the change in incident command and how is that notification accomplished?
2. What are the advantages of giving the outgoing IC a new assignment on the incident?

### Activities

1. Given a wildland fire scenario, have students break into pairs and conduct a transfer of command briefing.

### Instructor Notes

1. National Wildfire Coordinating Group (NWCG) Wildland Fire Incident Management Field Guide PMS 210 (April 2013 edition, [www.nwcg.gov/pms/pubs/pms210.pdf](http://www.nwcg.gov/pms/pubs/pms210.pdf))
2. See NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012), paragraph 8.5.5
3. See ICS I-300, Transfer of Command

**CTS Guide Reference:** CTS 6-3

## Topic 3-5: Developing and Conducting a Post-Incident Analysis

### Terminal Learning Objective

At the end of this topic, a student, given a multi-agency incident and post-incident analysis policies, procedures, and forms, will be able to develop and conduct a post-incident analysis in order to identify and communicate all required critical elements, and complete and process appropriate forms in accordance with policies and procedures.

### Enabling Learning Objectives

1. Describe the elements of a multi-agency post-incident analysis
  - Conduct as soon as possible
  - Ensure skilled facilitation
  - Reinforce that respectful disagreement is acceptable
  - Keep focused on the *what*, not the *who*
  - End the post-incident analysis on a positive note
2. Review incident action plan objectives and process
  - Commander's intent
    - What was planned?
    - What actually happened?
    - Why did it happen?
    - What can we do next time?
3. Identify critical issues:
  - Involved agencies' resources and responsibilities
  - Procedures relating to dispatch response
  - Strategy, tactics, and operations
  - Customer service needs
4. Write post-incident analysis reports and communicate results orally
5. Evaluate skills and performance of assigned personnel to identify training needs

### Discussion Questions

1. What are some inter-agency considerations you may want to account for when facilitating a post-incident analysis?
2. How would you mitigate the performance issues identified during a post-incident analysis?

### Activities

1. To be determined by the instructor.

**CTS Guide Reference:** CTS 6-5

### **Topic 3-6: Maintaining Incident Records**

#### **Terminal Learning Objective**

At the end of this topic, a student, given agency policies and procedures and applicable forms, will be able to maintain incident records to document required information.

#### **Enabling Learning Objectives**

1. Describe agency incident documentation procedures
  - National Fire Incident Reporting System (NFIRS)
  - Unit log (ICS 214)
  - Chief Officer's narrative, if applicable
  - Archived incident command system documents

#### **Discussion Questions**

1. What are your agency's document retention policies?
2. Who may need to access incident records?

#### **Activities**

1. To be determined by the instructor.

**CTS Guide Reference:** CTS 6-6

### Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration			
Lecture	00:30		
Activity 1-1: See suggested activity		1:30	
Topic 1-2: Executive Chief Officer Certification Process			
Lecture	00:30		
Activity 1-2: To be determined by instructor		00:00	
<b>Unit 1 Totals</b>	<b>1:00</b>	<b>1:30</b>	<b>2:30</b>
<b>Unit 2: Emergency Service Resources</b>			
Topic 2-1: Developing a Plan for the Integration of Fire Services Resources			
Lecture	1:30		
Activity 2-1: See suggested activity		1:00	
Topic 2-2: Developing an Agency Resource Contingency Plan			
Lecture	1:30		
Activity 2-2: See suggested activity		1:00	
<b>Unit 2 Totals</b>	<b>3:00</b>	<b>2:00</b>	<b>5:00</b>
<b>Unit 3: Emergency Service Response</b>			
Topic 3-1: Evaluating Incident Facilities			
Lecture	1:00		
Activity 3-1: See suggested activity		00:30	
Topic 3-2: Supervising Multiple Resources			
Lecture	1:00		
Activity 3-2: See suggested activity		1:00	
Topic 3-3: Developing and Utilizing an Incident Action Plan			
Lecture	1:30		
Activity 3-3: See suggested activity		2:00	
Topic 3-4: Obtaining Incident Information to Facilitate Transfer of Command			
Lecture	1:00		
Activity 3-4: See suggested activity		00:30	
Topic 3-5: Developing and Conducting a Post-Incident Analysis			

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Segment	Lecture Time	Activity Time	Total Unit Time
Lecture	1:30		
Activity 3-5: To be determined by instructor		1:30	
Topic 3-6: Maintaining Incident Records			
Lecture	00:30		
Activity 3-6: To be determined by instructor		00:30	
<b>Unit 3 Totals</b>	<b>6:30</b>	<b>6:00</b>	<b>12:30</b>
<b>Lecture, Activity, and Unit Totals:</b>	<b>10:30</b>	<b>9:30</b>	<b>20:00</b>

### Course Totals

Total Lecture Time (LT)	10:30
Total Activity Time (AT)	9:30
Total Testing Time (TT)	4:00
<b>Total Course Time</b>	<b>24:00</b>